

**Certified Mail
& Regular Mail**

101-912
2019-2020

November 6, 2019

Dr. Grenita Lathan, Superintendent
Ms. Diana Davila, Board President
Houston Independent School District
4400 W. 18th St.
Houston, TX 77092

RE: Appointment of Board of Managers Due to Special Accreditation Investigation and Lowered Accreditation, Campus Performance Ratings, and the Conservator Appointment

Dear Dr. Lathan and Ms. Davila:

The purpose of this correspondence is to provide Houston Independent School District ("ISD" or "district") with official notification regarding my determination to lower the district's 2018-2019 accreditation status based on the results of a Special Accreditation Investigation. This action is authorized by Texas Education Code (Tex. Educ. Code) §§39.052(d) and 39.057(d), and 19 Texas Administrative Code (Tex. Admin. Code) §§97.1055, 97.1057, and 97.1059. Specifically, Houston ISD's 2018-2019 accreditation status will be lowered to **Accredited-Warned**.

This letter also provides the district notice of my appointment of a board of managers to Houston ISD to exercise the powers and duties of the district's board of trustees, and of my appointment of a superintendent based on the results of the Special Accreditation Investigation, the lowered accreditation status, the unacceptable performance of a district campus, and the length of the conservator appointment. See Tex. Educ. Code §§39.052(d), 39.057(d), 39A.004, 39A.006, 39A.111, 39A.201, 39A.202, 39A.906, and 19 Tex. Admin. Code §§97.1057, 97.1059, 97.1073.

Special Accreditation Investigation

In response to multiple complaints received by the Texas Education Agency (TEA or agency) alleging violations with laws relating to governance of an Independent School District and compliance with the Texas Open Meetings Act, TEA issued a Notice of Special Accreditation

Investigation (SAI) on January 22, 2019, and due to concerns reported by Houston ISD staff, issued an amended Notice of SAI on March 24, 2019, to include alleged violations of contract procurement. On August 5, 2019, the Agency issued a Preliminary Report and provided the district and its trustees an opportunity to respond. After conducting an informal review of the responses, the Agency issued a Final Report on October 30, 2019, which documented the following findings:

- A quorum of the board of trustees deliberated and exercised decision making powers outside of a public meeting held in compliance with the Texas Open Meetings Act in violation of Tex. Educ. Code §11.051(a-1);
- Members of the board of trustees acted individually on behalf of the board, exceeding the scope of their authority in violation of Tex. Educ. Code §11.051(a-1) Governance of Independent School District
- Members of the board of trustees violated contract procurement rules while the district was selecting a vendor/contract as well as attempting to tamper with contracts that had been awarded in violation of Tex. Educ. Code §§44.031 and 44.031(a)(1).

Based on these findings, the Final Report recommended lowering the district's accreditation status and appointing a conservator and a board of managers to ensure appropriate governance of the district and implementation of policies and procedures to address the issues raised in the Final Report.

Accreditation Status and Appointment of a Board of Managers and Superintendent

Pursuant to Tex. Educ. Code §§39.052(d) and 39.057(d), and 19 Tex. Admin. Code §§97.1055(a)(4), 97.1055(a)(8), 97.1055(b)(2)(B), and 97.1055(b)(3), a school district's accreditation status may be raised or lowered and an accreditation sanction may be issued based on the results of a special accreditation investigation. I have evaluated and considered the issues documented in the Final Report relating to the inability of the board of trustees to carry out its power and duties in Tex. Educ. Code §§11.151 and 11.1511, and 19 Tex. Admin. Code §97.1073(e)(8) as demonstrated by its failure to address the long-standing academic deficiencies at Wheatley High School. Specifically, the report makes findings of fact identifying serious and persistent instances where individual board members exercise decision-making authority in violation of Texas Open Meetings Act and violated laws relating to contracting.

These findings compel me to lower the district's 2018-2019 accreditation status to **Accredited-Warning** and appoint a board of managers because the district exhibits serious or persistent deficiencies that may lead to the probation or revocation of the district's accreditation if not addressed because the breakdown in governance may impact academic and financial performance. See 19 Tex. Admin. Code §97.1055(b)(2)(B)(ii). These actions are necessary because the district has failed to comply with the requirements related to purchasing as set forth in Subchapter B, Chapter 44 of the Education Code. See Tex. Educ. Code §§ 39.052(b)(2)(A)(iii) and 7.056(e)(3)(E), and 19 Tex. Admin. Code §§97.1055(b)(2)(A)(v) and 97.1055(e).

Given the inability of the board of trustees to govern the district, these sanctions are necessary to protect the best interests of the district's current and future students. See 19 Tex. Admin. Code §97.1057(f). The findings demonstrate that individual members of the board of trustees acted on behalf of the board outside of a meeting that complied with the Texas Open Meetings Act resulting in an inefficient or ineffectual use of district funds or property. See 19 Tex. Admin. Code

§97.1057(f)(1). The board members should have focused on implementing effective change to improve the performance of students in the district's low performing campuses. See 19 Tex. Admin. Code §97.1057(f)(4). The board of trustees failed to do so.

The findings in the Final Report demonstrate material deficiencies that are serious and extensive. See 19 Tex. Admin. Code §97.1059(b)(1)(E). The findings also demonstrate that the district's governing problems are long-standing and have recurred over time. See 19 Tex. Admin. Code §97.1059(b)(2). The deficiencies cited in the Final Report demonstrate a substantial and imminent threat to the welfare of the district's students and to the public interest because the board of trustees is unable to govern the district, as demonstrated by its inability to address the long-standing academic deficiencies at Wheatley High School. See 19 Tex. Admin. Code §97.1059(b)(4).

As stated above, I have reviewed the Final Report and determined that the findings contained therein compel me to lower the district's accreditation status. For the same reasons cited above, these findings also compel me to appoint a board of managers to exercise the powers and duties of the board of trustees. This is authorized because the district's accreditation rating has been lowered to Accredited-Warning. See Tex. Educ. Code §39A.004(1). This intervention is also authorized because the findings in the Final Report warrant the intervention. See Tex. Educ. Code §39.057(d). This intervention is in the best interests of the students. See 19 Tex. Admin. Code §97.1057(f)(1) and (f)(4). This intervention is needed to prevent imminent and substantial harm to the welfare of the district's students or to the public interest, because the deficiencies identified in the Final Report warrant the appointment of a board of managers, and because a failure of governance has resulted in an inability of the board to carry out the powers and duties of the board as outlined in Tex. Educ. Code 11.151 and 11.1511, as demonstrated by its inability to address the long-standing academic deficiencies of Wheatley High School. See 19 Tex. Admin. Code §§97.1073(e)(4), (e)(7), and (e)(8), and 97.1059(b)(1)(E) and (b)(4).

These actions are necessary to achieve the purposes of the accreditation system. See Tex. Educ. Code §§39.051, 39.052, and 19 Tex. Admin. Code §97.1053(a), 97.1055(b)(3), 97.1057(a), 97.1057(e), and 97.1059(a). These actions are necessary to inform stakeholders of the district's poor compliance performance. See 19 Tex. Admin. Code §97.1053(a)(1). These actions will encourage the district to comply with the Texas Open Meetings Act and the purchasing laws, and will allow stakeholders the ability to assist future board members in complying with the Texas Open Meetings Act and the purchasing laws. See 19 Tex. Admin. Code §97.1053(a)(2-3). These actions will also encourage other districts to improve their compliance performance in order to avoid similar action and to retain their accreditation. See 19 Tex. Admin. Code §97.1053(a)(4). Finally, these actions will improve the Texas public school system by eliminating poor compliance performance by the district. See 19 Tex. Admin. Code §97.1053(a)(5).

Campus Performance Ratings

In 2011, Wheatley High School was assigned a final academic accountability rating of *Academically Unacceptable*. This was the campus' first unacceptable rating following a 2010 rating of *Academically acceptable*. The rating of *Academically Unacceptable* was the lowest rating in the accountability system. The campus was required to prepare a targeted improvement plan.

In 2012, no campus ratings were issued due to transition from the TAKS to the STAAR test. Under this transition, 2011 and 2013 ratings were treated as consecutive. See 19 Tex. Admin. Code §97.1055(a)(9).

In 2013, Wheatley High School was assigned a final academic accountability rating of *Improvement Required*. This was the campus' second consecutive unacceptable rating. The campus submitted its targeted improvement plan and a targeted reconstitution plan.

In 2014, Wheatley High School was assigned a final academic accountability rating of *Improvement Required*. This was the campus' third consecutive unacceptable rating. The campus was designated a Texas Title 1 Priority School (TTIPS) and received the TTIPS Cycle 3 Grant. As a condition of that grant, the campus submitted quarterly progress reports, staff and Principal effectiveness submissions, and end of year reports.

In 2015, Wheatley High School was assigned a final academic accountability rating of *Improvement Required*. This was the campus' fourth consecutive unacceptable rating. The campus continued to implement its plan associated with the TTIPS Cycle 3 grant.

In 2016, Wheatley High School was assigned a final academic accountability rating of *Improvement Required*. This was the campus' fifth consecutive unacceptable rating. Under prior law, this district and campus would have been ordered to repurpose the campus, select alternative management, or close the campus.¹ However, due to the passage of H.B. 1842, a new set of sanctions was authorized. H.B. 1842 included a transition plan for campuses such as Wheatley. Under the transition provisions, Wheatley was essentially treated as having three consecutive failed ratings following the 2016 rating, rather than five. For such a campus, the sanctions authorized by Tex. Educ. Code §39A.111 (board of managers or campus closure) for campuses with five consecutive failed ratings would apply to Wheatley following its seventh consecutive failed rating.

In 2017, Wheatley High School was assigned a final academic accountability rating of *Improvement Required*. This was the campus' sixth consecutive unacceptable rating.

In 2018, Wheatley High School had student performance that would have led to its seventh consecutive failed rating. However, due to the Hurricane Harvey waiver, Wheatley was not issued a rating of *Improvement Required*. Instead the campus was not rated. The Hurricane Harvey waiver made it clear that for campuses that were not rated due to Hurricane Harvey, the 2017 and 2019 ratings would be considered to be consecutive.²

In 2019, Wheatley High School was issued a final academic accountability rating of *F*. This was the campus' seventh consecutive unacceptable rating. On September 3, 2019, I notified the district that if the unacceptable 2019 preliminary academic performance rating assigned to the Wheatley High School became a final rating, I would be required to order either the appointment of a board of managers to govern the district as provided by Tex. Educ. Code §39A.202 or closure of the campus. The district appealed the preliminary performance rating assigned to Wheatley High School and, on November 5, 2019, the district was notified of the appeal denial and that Wheatley High School

¹ See Tex. Educ. Code §39.107(e)(2014).

² See *2018 Accountability Manual*, Chapter 10- Hurricane Harvey, School Districts and Open-Enrollment Charter Schools.

received a final 2019 academic performance rating of *F*, the seventh consecutive unacceptable rating assigned to the campus³. Consequently, I am required to take action pursuant to Tex. Educ. Code §§39A.906 and 39A.111, and I am ordering the appointment of a board of managers.

The long-standing failure of the board of trustees to provide better educational opportunities to the students of this campus, compel me to appoint a board of managers pursuant to Tex. Educ. Code §§39A.111(1), 39A.906(b) and 19 Tex. Admin. Code §97.1061(g). This action is necessary because the Agency's systems for campus accountability have identified the board of trustees' material deficiencies and inability to implement effective change to improve the performance of students assigned to the campus. See 19 Tex. Admin Code §§ 97.1057(f)(4) and 97.1059(b)(1)(G). These deficiencies have been persistent and long-standing. The HISD Board of Trustees has allowed this campus to operate with unacceptable ratings since 2011, earning 7 consecutive unacceptable ratings, and demonstrate an ongoing failure of the board of trustees to address previously identified deficiencies and establish a pattern of recurring deficiencies. See 19 Tex. Admin. Code §97.1059(b)(2).⁴

This action is necessary to achieve the purposes of the accreditation system. See Tex. Educ. Code §§39.051, 39.052, and 19 Tex. Admin. Code §97.1053(a), 97.1057(a), 97.1057(e), and 97.1059(a). This action is necessary to inform stakeholders of the district's poor campus academic performance. See 19 Tex. Admin. Code §97.1053(a)(1). This action will encourage the district to improve its academic performance, and will allow stakeholders the ability to assist future board members in improving the district's poor campus academic performance. See 19 Tex. Admin. Code §97.1053(a)(2-3). This action will also encourage other districts to improve their campus academic performance in order to avoid similar action. See 19 Tex. Admin. Code §97.1053(a)(4). Finally, these actions will improve the Texas public school system by appointing a board of managers to address the campus' poor academic performance. See 19 Tex. Admin. Code §97.1053(a)(5).

Length of the Conservator Appointment

On September 2, 2016, I appointed Dr. Doris Delaney as a conservator. At the time of this appointment, Kashmere High School had the most consecutive years of unacceptable performance of any campus in the state. The commissioner may appoint a board of managers if a conservator has been assigned to the district in any part of two consecutive school years, including the current school year. See Tex. Educ. Code §39.006(b) and 19 Tex. Admin. Code §97.1057(d). Dr. Delaney's period of appointment has included four consecutive school years including most of the 2016-17 school year, the entire 2017-18 school year, the entire 2018-19 school year, and part of the current 2019-20 school year. Under the conservator's direction, Kashmere High School has earned an acceptable rating. If the board of trustees had been more responsive to current intervention, the board should have made similar efforts to improve its other low-performing campuses.

Pursuant to my authority under Tex. Educ. Code 39A.006(b), I am appointing a board of managers to oversee the district. This appointment is necessary due the district's inability to implement

³ An unacceptable performance rating includes ratings of *Academically Unacceptable*, *Improvement Required*, and *F*. See *2019 Accountability Manual* Chapter 9, page 91.

⁴ The commissioner can consider the entire ratings history of the campus when assigning accreditation statuses or issuing an accreditation sanction. See 19 Tex. Admin. Code §97.1053(b).

effective change to improve the performance of students at its campuses. See 19 Tex. Admin. Code §97.1057(f)(4).

Public Notification: Accreditation Status

Districts that are assigned a status of **Accredited-Warning** must take specific actions to notify the parents of students enrolled in the district and property owners in the district. The requirements for public notification are specified in 19 Tex. Admin. Code §97.1055(f), and a template that reflects the required format and language for the public notice is posted at <http://tea.texas.gov/accredstatus/>. Houston ISD must complete the notification requirement **no later than December 9, 2019**. Houston ISD also must send by certified mail, return receipt requested, documentation showing compliance with the notification requirement. This documentation may be addressed as follows:

Division of Accreditation
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701
Fax: (512) 475-3665

Districts with an accreditation status below Accredited may be subject to additional accreditation sanctions as referenced in 19 Tex. Admin. Code Chapter 97, Planning and Accountability, Subchapter EE. Questions related to the public notification requirements may be addressed to accred@tea.texas.gov or (512) 463-5899.

Appointment of Board of Managers and Superintendent

Given the critical nature of the findings, I am appointing a board of managers to the district to exercise the powers and duties of the district's board of trustees under the authority of Tex. Educ. Code §§39.057(d), 39A.004, 39A.006, and 39A.111(1) and 19 Tex. Admin. Code §§97.1057, 97.1059, and 97.1073(e).

A majority of the board of managers will consist of members of the Houston ISD community who are committed to service on behalf of the students of the district and the community. The members of the board of managers will be responsible for overseeing the management of the Houston ISD, including oversight of the district's efforts to address and correct identified deficiencies, and implementation of effective structural and procedural improvement strategies for long-term positive change. Texas Education Code §39A.202 also requires that I appoint a superintendent. I will announce my appointments in future correspondence.

Conservator Appointment

The appointment of the previously appointed conservator will remain in effect and will not be impacted at this time. The district is directed to cooperate and comply with the directives given by the conservator.

Please note that the appointment of a conservator does not relieve the district and its governing board of the responsibility to, at all times, operate the district in compliance with all applicable statutes and rules. The cost of the conservator's services will be paid by the district in accordance

with Tex. Educ. Code §39A.903. The conservator's fee shall be \$85 per hour plus necessary travel expenses not to exceed the state per diem rate. Failure to make timely payments to the conservator may result in appropriate amounts being deducted from Foundation School Program (FSP) funds. The agency reserves the right to implement all available interventions and sanctions under Tex. Educ. Code, Chapter 39 and 39A, and Title 19, Tex. Admin. Code, Chapter 97, to address the current, or any future, deficiencies identified for the district.

Parent Petition

If the superintendent submits to the Commissioner a petition that the superintendent has certified as a valid petition on or before **December 2, 2019⁵**, and reflects that the parents of a majority of the students enrolled at Wheatley High School request that I either close the campus or install of board of managers, I must order the action requested. See Tex. Educ. Code §39A.112(b). However, if authorized by a majority of the board of trustees in a meeting conducted in compliance with the Texas Open Meetings Act, the board may request that the commissioner take a different action than the action requested in the parent petition. If the board takes such an action, it must provide a written explanation of the basis for the board's request to the commissioner no later than **December 16, 2019⁶**. See Tex. Educ. Code §39A.112(c). If the parent petition and the board request call for different actions, the commissioner may order either a board of managers or campus closure. See Tex. Educ. Code §39A.112(c).

Review Process

The district has a right to a formal review regarding the assignment of a board of managers and assignment of the lowered accreditation status of **Accredited-Warning**. 19 Tex. Admin. Code §157.1131. However, this formal review shall be provided only if the district submits a written request for formal review no later than **November 20, 2019**. See 19 Tex. Admin. Code §157.1133(1). Written information must also be submitted by the required deadline for requesting a formal review. See 19 Tex. Admin. Code §157.1133. If no formal review is requested by the deadline, a final decision may be issued without formal review. See 19 Tex. Admin. Code §157.1133(5). Pursuant to Tex. Educ. Code §39A.116 and 19 Tex. Admin. Code §157.1136, the Commissioner's decision related to the lowered accreditation status and appointment of the board of managers is final and may not be appealed.

A request for review and any written response and documentation **must be received by the TEA no later than November 20, 2019**, and should be sent to:

Division of Enforcement Coordination
Texas Education Agency

⁵ 19 Tex. Admin. Code §97.1065(d)(1)(C) provides that if the petition was determined to be valid, it must be submitted by the district superintendent to the commissioner not later than December 1. However, as December 1, 2019 falls on a Sunday, the deadline was extended to Monday, December 2, 2019 per the Parent Petition for Action Guidance Document.

⁶ 19 Tex. Admin. Code §97.1065(d)(3) provides for a deadline of no later than December 15, however as December 15, 2019 falls on a Sunday, the deadline was extended to Monday, December 16, 2019 per the Parent Petition for Action Guidance Document.

1701 North Congress Avenue
Austin, Texas 78701
Fax: (512) 475-3665
EnforcementCoordination@tea.texas.gov

Should the district wish to appear in person at the review or attend via telephonic conference, the district must give such notification within its request for review no later than **November 20, 2019**, and subsequent notification from TEA will be issued scheduling the review. The district is not required to attend the review; however, if the district requests a review and chooses not to attend, the review will proceed, and a final decision will be made based upon the documentation that was submitted by the district, if any, with its request for review. If no formal review is requested by the deadline, a final decision may be issued without review. See 19 Tex. Admin. Code §§157.1123(d), 157.1133(5).

Compliance and Cooperation

The board of managers, once installed, will keep me apprised of the conditions in the district and the agency will continue to monitor the district's performance and its cooperation with the agency's interventions. I will appoint a board of managers comprised of a majority of members of the Houston ISD community because I believe the community is in the best position to effectuate long-term, positive change for the district. It is my sincere desire that all parties work together in a cooperative and productive manner to address the issues within the district.

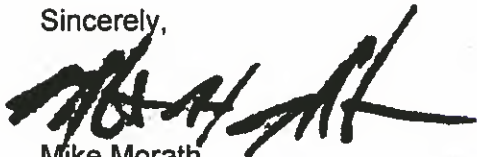
The agency reserves the right to implement all available interventions and sanctions under Tex. Educ. Code, Chapter 39, 39A, and 19 Tex. Admin. Code Chapter 97, to address the current, or any future, deficiencies identified for the campus and district.

Any questions regarding this correspondence may be addressed to the Division of Enforcement Coordination at (512) 463-5899 or EnforcementCoordination@tea.texas.gov.

Any questions regarding the accreditation status may be addressed to the Division of Accreditation at (512) 463-5899 or by email at accred@tea.texas.gov.

Any questions regarding the appointment of a board of managers, superintendent, and conservator may be addressed to Jason Hewitt in the Division of Monitors, Conservators & Investigations at (512) 936-5962 or by email at Jason.Hewitt@tea.texas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Morath', is written over the word 'Sincerely,'.

Mike Morath
Commissioner of Education

MM/lm

cc: Dr. Pam Wells, Executive Director, Region 4, Education Service Center
Jeff Cottrill, Deputy Commissioner, Governance & Accountability, TEA
Kelvey Oeser, Deputy Commissioner, Educator Support
Mike Meyer, Deputy Commissioner, Finance, TEA
Leo Lopez, Associate Commissioner/Chief School Finance Officer, TEA
Cory Green, Associate Commissioner, Grants and Compliance Oversight, TEA
Joe Siedlecki, Associate Commissioner, Innovation & Charters, TEA
Von Byer, General Counsel, TEA
Christopher Jones, Senior Legal Counsel, TEA
Lizette Ridgeway, Director, School Improvement, TEA
Jason Hewitt, Director, Monitors & Conservators, TEA

Texas Education Agency | Performance Reporting

November 2011

TEXAS EDUCATION AGENCY
2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURESDISTRICT NAME: HOUSTON ISD
CAMPUS NAME: WHEATLEY H S
CAMPUS NUMBER: 101912018Campus Rating: Academically Unacceptable
Grade Span: 09 - 12

Analysis groups used to determine ratings are highlighted in **BLUE**.
 Accountability standards are shown in parentheses.
 Reasons for Academically Unacceptable rating are highlighted in **ORANGE**.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2011				2010				Required Improvement			Status by Measure		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	STD	RI	EXCP
Reading/ELA (70%/80%/90%)														
All Students	491	655	75%	100%	508	652	78%	Yes	-3	1	No	AA	-	-
African Amer	317	409	78%	62%	326	406	80%	Yes	-2	0	No	AA	-	-
Hispanic	165	236	70%	36%	179	243	74%	Yes	-4	**	No	AA	-	-
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Econ Disadv	428	573	75%	87%	448	576	78%	Yes	-3	1	No	AA	-	-
Writing (70%/80%/90%)														
All Students	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African Amer	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Econ Disadv	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies (70%/80%/90%)														
All Students	316	376	84%	100%	327	366	89%		-5			RE	-	-
African Amer	204	250	82%	66%	213	240	89%		-7			RE	-	-
Hispanic	106	120	88%	32%	112	124	90%		-2			RE	-	-
White	*	*	*	*	*	*	*		*			*	*	*
Econ Disadv	271	321	84%	85%	288	320	90%		-6			RE	-	-
Mathematics (65%/80%/90%)														
All Students	342	629	54%	100%	404	646	63%	Yes	-9	1	No	AU	-	-
African Amer	230	400	58%	64%	266	398	67%	Yes	-9	-1	No	AU	-	-
Hispanic	106	216	49%	34%	135	245	55%	Yes	-6	5	No	AU	-	-
White	*	*	*	*	*	*	*		*			*	*	*
Econ Disadv	295	551	54%	88%	352	569	62%	Yes	-8	2	No	AU	-	-
Science (60%/80%/90%)														
All Students	219	383	57%	100%	231	381	61%	Yes	-4	-1	No	AU	-	-
African Amer	156	254	61%	66%	163	343	67%	Yes	-6	**	No	AA	-	-
Hispanic	60	123	49%	32%	66	136	49%	Yes	0	6	No	AU	-	-
White	*	*	*	*	*	*	*		*			*	*	*
Econ Disadv	188	327	57%	85%	200	332	60%	Yes	-3	0	No	AU	-	-

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA														
ELL Students	52	92	57%		50	87	57%	Yes	0	2	No	AA	-	-

COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %
Reading/ELA				
All Students	43	655	7%	100%
Econ Disadv	36	573	6%	87%
Mathematics				
All Students	36	629	6%	100%
Econ Disadv	30	551	5%	88%

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

November 2011

TEXAS EDUCATION AGENCY
2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD
 CAMPUS NAME: WHEATLEY H S
 CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable
 Grade Span: 09 - 12

Analysis groups used to determine ratings are highlighted in **BLUE**.
 Accountability standards are shown in parentheses.
 Reasons for Academically Unacceptable rating are highlighted in **ORANGE**.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
16	4	7	N/A	N/A	N/A

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

----- Class of 2010 -----						----- Class of 2009 -----						Required Improvement -----	
# Com- pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?		
All Students	239	35	274	87.2%	100%	247	287	86.1%	1.1				
African Amer	164	22	186	88.2%	68%	184	209	88.0%	0.2				
Hispanic	73	13	86	84.9%	31%	63	78	80.8%	Yes	4.1	2.1	Yes	
White	*	*	*	*	0%	0	0	-	*				
Econ Disadv	211	19	230	91.7%	84%	192	213	90.1%	1.6				

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

----- 2009-10 -----					----- 2008-09 -----					Required Improvement -----		
# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?		
All Students	-	-	-	-	-	-	-	-	-	-		
African Amer	-	-	-	-	-	-	-	-	-	-		
Hispanic	-	-	-	-	-	-	-	-	-	-		
White	-	-	-	-	-	-	-	-	-	-		
Econ Disadv	-	-	-	-	-	-	-	-	-	-		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

November 2011 TEXAS EDUCATION AGENCY PAGE 3
 2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD
 CAMPUS NAME: WHEATLEY H S
 CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable
 Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are highlighted in **BLUE**.
 Special formats ('*') are used to protect student confidentiality.

Summary of Gold Performance Acknowledgments

Earned 0 acknowledgment(s) out of 12 evaluated.

Advanced Courses	NQ	Commended Reading/ELA	NQ
AP/IB	NQ	Commended Mathematics	NQ
Attendance Rate	NQ	Commended Writing	
College-Ready	NQ	Commended Science	NQ
RHSP/DAP	NQ	Commended Social Studies	NQ
SAT/ACT	NQ	TSI ELA	NQ
CI: Reading		TSI Mathematics	NQ
CI: Mathematics			

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2009-10): DOES NOT QUALIFY

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	132	1,018	100%	13.0%
African American	101	640	63%	15.8%
Hispanic	29	371	36%	7.8%
White	*	3	0%	*

Economically Disadvantaged

109

845

83%

12.9%

AP/IB Results (2009-10): DOES NOT QUALIFY

Student Groups	Number Taking AP and/or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/or IB	Number Scoring At or Above Criterion	Number Taking AP and/or IB	Percent Scoring At or Above Criterion
All Students	66	366	100%	18.0%	0	66	0.0%
African American	51	235	64%	21.7%	0	51	0.0%
Hispanic	15	130	36%	11.5%	0	15	0.0%
White	*	*	0%	*	*	*	*

November 2011

TEXAS EDUCATION AGENCY

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2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD

CAMPUS NAME: WHEATLEY H S

CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable

Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Attendance Rate (2009-10): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
All Students	155,837	173,934	100%	89.6%
African American	96,122	107,497	62%	89.4%
Hispanic	58,646	65,277	38%	89.8%
White	*	528	0%	*
Economically Disadvantaged	134,310	149,488	86%	89.8%

Attendance Rate standard for your acknowledgment is 95.0%.

College-Ready Graduates (Class of 2010): DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Criteria on Both ELA & Math	Number Taking Both ELA & Math	Student Group Percent	Percent Scoring At or Above Criteria on Both ELA & Math
All Students	28	174	100%	16%
African American	20	119	68%	17%
Hispanic	8	54	31%	15%
White	*	*	*	*
Economically Disadvantaged	23	163	94%	14%

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	43	655	100%	7%
African American	27	409	62%	7%
Hispanic	15	236	36%	6%
White	*	*	*	*
Economically Disadvantaged	36	573	87%	6%

Reading includes second administration results for Student Success Initiative students tested at the same campus.

November 2011

TEXAS EDUCATION AGENCY

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2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD

CAMPUS NAME: WHEATLEY H S

CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable

Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	36	629	100%	6%

African American	22	400	64%	6%
Hispanic	13	216	34%	6%
White	*	*	*	*
Economically Disadvantaged	30	551	88%	5%

Mathematics includes second administration results for Student Success Initiative students tested at the same campus.

Commended on Writing: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	*	*	*	*
African American	*	*	*	*
Hispanic	*	*	*	*
White	*	*	*	*
Economically Disadvantaged	*	*	*	*

Writing data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	14	383	100%	4%
African American	9	254	66%	4%
Hispanic	4	123	32%	3%
White	*	*	*	*
Economically Disadvantaged	13	327	85%	4%

November 2011 TEXAS EDUCATION AGENCY PAGE 6
2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD
CAMPUS NAME: WHEATLEY H S
CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable
Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	44	376	100%	12%
African American	28	250	66%	11%
Hispanic	15	120	32%	13%
White	*	*	*	*
Economically Disadvantaged	37	321	85%	12%

Comparable Improvement: NOT APPLICABLE

	Total Number of Matched Students	Quartile
Reading	-	^
Mathematics	-	^

Data not evaluated for CI acknowledgment due to no matched students or small numbers.

^ Does Not Meet Minimum Size Requirement.

There is no CI Report for Your Campus.

Recommended High School Program (RHSP)/DAP (Class of 2010): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	188	233	100%	80.7%
African American	132	158	68%	83.5%
Hispanic	55	74	32%	74.3%
White	*	*	0%	*
Economically Disadvantaged	172	207	89%	83.1%

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

November 2011

TEXAS EDUCATION AGENCY

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2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: HOUSTON ISD

CAMPUS NAME: WHEATLEY H S

CAMPUS NUMBER: 101912018

Campus Rating: Academically Unacceptable

Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are highlighted in **BLUE**.

Special formats ('*') are used to protect student confidentiality.

SAT/ACT Results (Class of 2010): DOES NOT QUALIFY

Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring At or Above Criterion	Number Taking SAT and/or ACT	Percent Scoring At or Above Criterion
All Students	97	190	100%	51.1%	3	97	3.1%
African American	68	129	68%	52.7%	2	68	2.9%
Hispanic	28	60	32%	46.7%	1	28	3.6%
White	*	*	1%	*	*	*	*

Texas Success Initiative (TSI) ELA: DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring At or Above Standard
All Students	42	160	100%	26%
African American	33	98	61%	34%
Hispanic	0	61	38%	13%
White	*	*	*	*
Economically Disadvantaged	33	141	88%	23%

Texas Success Initiative (TSI) Mathematics: DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring At or Above Standard
All Students	72	154	100%	47%
African American	51	98	64%	52%
Hispanic	20	54	35%	37%
White	*	*	*	*
Economically Disadvantaged	65	135	88%	48%

[Performance Reporting](#) | [TEA Home](#)

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TEXAS EDUCATION AGENCY

2013 Accountability Summary

WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating

Improvement Required

Met Standards on

- NONE

Did Not Meet Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
1 out of 7 = 14%

DOES NOT QUALIFY

Academic Achievement in Mathematics

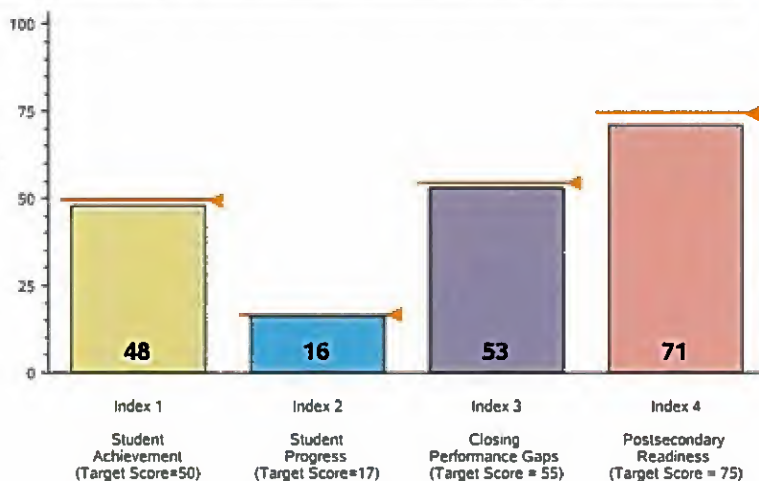
Percent of Eligible Measures in Top Quartile
1 out of 7 = 14%

DOES NOT QUALIFY

Top 25 Percent Student Progress

DOES NOT QUALIFY

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	886 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	83.7%
Percent English Language Learners	15.3%
Mobility Rate	34.2%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,366	2,840	48
2 - Student Progress	288	1,800	16
3 - Closing Performance Gaps	527	1,000	53
4 - Postsecondary Readiness	499.8	700	71

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	9 out of 30 = 30%
Participation Rates	12 out of 12 = 100%
Graduation Rates	1 out of 5 = 20%
Total	22 out of 47 = 47%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

TEXAS EDUCATION AGENCY

2014 Accountability Summary

WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating

Improvement Required

Met Standards on

- NONE

Did Not Meet Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

Distinction Designation

Academic Achievement in Reading/ELA

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NOT ELIGIBLE

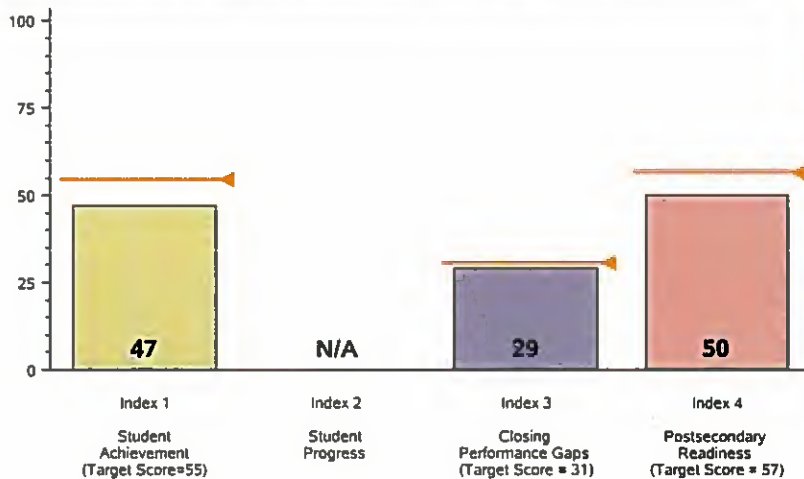
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	598	1,265	47
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	466	1,600	29
4 - Postsecondary Readiness			
STAAR Score	2.5		
Graduation Rate Score	19.2		
Graduation Plan Score	19.5		
Postsecondary Indicator Score	8.4		50

Campus Demographics

Campus Type	High School
Campus Size	848 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	82.1%
Percent English Language Learners	15.2%
Mobility Rate	41.7%

System Safeguards

Number and Percent of Indicators Met

Performance Rates	11 out of 22 = 50%
Participation Rates	2 out of 12 = 17%
Graduation Rates	0 out of 5 = 0%
Total	13 out of 39 = 33%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

TEXAS EDUCATION AGENCY

2015 Accountability Summary

WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating

Improvement Required

Met Standards on

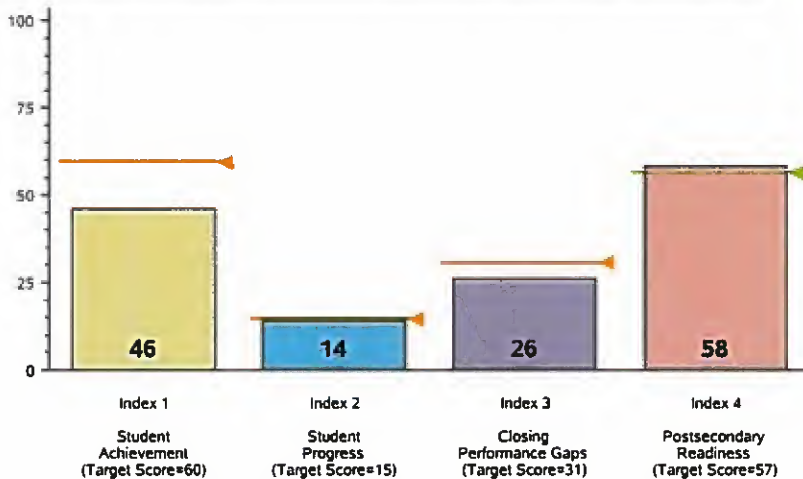
- Postsecondary Readiness

Did Not Meet Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	573	1,233	46
2 - Student Progress	109	800	14
3 - Closing Performance Gaps	414	1,600	26
4 - Postsecondary Readiness			
STAAR Score	3.8		
Graduation Rate Score	18.3		
Graduation Plan Score	18.8		
Postsecondary Component Score	17.2		58

Distinction Designation

Academic Achievement in Reading/ELA

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	775 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	84.9
Percent English Language Learners	16.5
Mobility Rate	31.7

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	4 out of 23 = 17%
Participation Rates	12 out of 12 = 100%
Graduation Rates	1 out of 5 = 20%
Total	17 out of 40 = 43%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2016 Accountability Summary
WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating

Improvement Required

Met Standards on

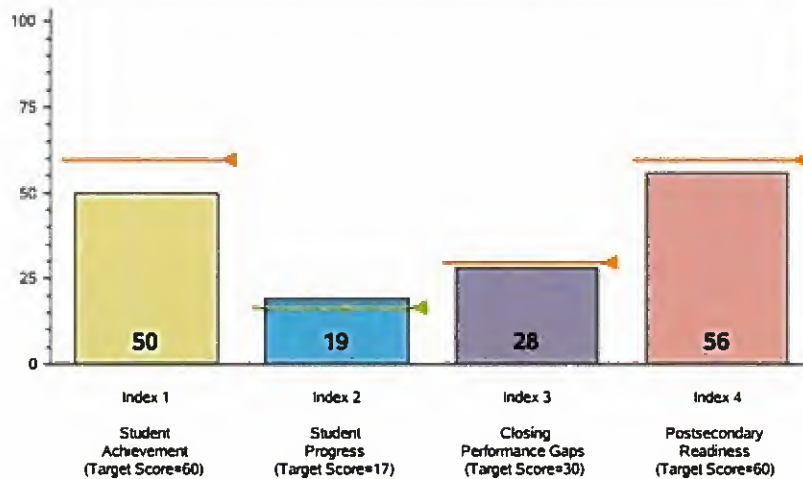
- Student Progress

Did Not Meet Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	761	1,533	50
2 - Student Progress	189	1,000	19
3 - Closing Performance Gaps	455	1,600	28
4 - Postsecondary Readiness			
STAAR Score	4.4		
Graduation Rate Score	17.1		
Graduation Plan Score	15.3		
Postsecondary Component Score	19.2		56

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	761 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	69.4
Percent English Language Learners	13.4
Mobility Rate	31.5

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	7 out of 24 = 29%
Participation Rates	12 out of 12 = 100%
Graduation Rates	3 out of 5 = 60%
Total	22 out of 41 = 54%

For further information about this report, please see the Performance Reporting Division website at [/perfreport/account/2016/index.html](http://perfreport/account/2016/index.html)

TEXAS EDUCATION AGENCY

2017 Accountability Summary

WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating

Improvement Required

Met Standards on

- Student Progress
- Closing Performance Gaps

Did Not Meet Standards on

- Student Achievement
- Postsecondary Readiness

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

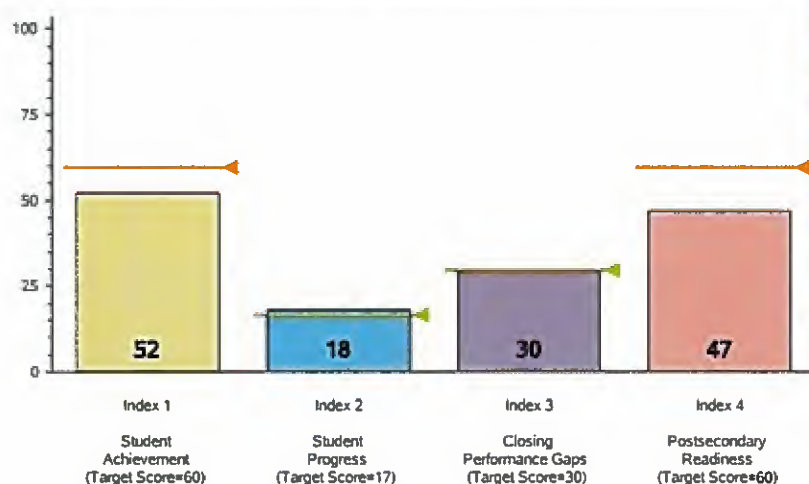
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	754	1,454	52
2 - Student Progress	177	1,000	18
3 - Closing Performance Gaps	473	1,600	30
4 - Postsecondary Readiness			
STAAR Score	7.2		
Graduation Rate Score	17.0		
Graduation Plan Score	10.1		
Postsecondary Component Score	12.6		47

Campus Demographics

Campus Type	High School
Campus Size	827 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	69.9
Percent English Language Learners	18.0
Mobility Rate	29.9
Percent Served by Special Education	21.3
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	9 out of 24 = 38%
Participation Rates	12 out of 12 = 100%
Graduation Rates	2 out of 5 = 40%
Total	23 out of 41 = 56%

For further information about this report, please see the Performance Reporting website at perfreport/account/2017/index.html



[Accountability Data](#) [Performance](#) [Participation](#) [Attendance and Graduation](#)
[Postsecondary Readiness](#) [Profile](#) [KG Readiness](#) [Postsecondary Outcomes](#)
[Finance Data](#) [Search](#)

Texas Education Agency
2018 Accountability Ratings Overall Summary
WHEATLEY H S (101912018) - HOUSTON ISD

	Component Score	Scaled Score	Rating
Overall		52	Not Rated: Harvey Provision
Student Achievement		50	Improvement Required
STAAR Performance	26	52	
College, Career and Military Readiness	13	45	
Graduation Rate	73.2	55	
School Progress		62	Met Standard
Academic Growth	57	62	Met Standard
Relative Performance (Eco Dis: 73.9%)	20	50	Improvement Required
Closing the Gaps	0	30	Improvement Required

Notes:

- This campus was directly affected by Hurricane Harvey and did not receive an overall rating.

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible



Accountability Data

Performance

Participation

Attendance and Graduation

Postsecondary Readiness

Profile

KG Readiness

Postsecondary Outcomes

Finance Data

Search

Texas Education Agency
2019 Accountability Ratings Overall Summary
WHEATLEY H S (101912018) - HOUSTON ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		59	F
Student Achievement		57	F
STAAR Performance	30	56	
College, Career and Military Readiness	26	60	
Graduation Rate	73.6	55	
School Progress		68	D
Academic Growth	61	68	D
Relative Performance (Eco Dis: 93.8%)	28	59	F
Closing the Gaps	7	50	F

* This campus received an F rating in three of the four areas: Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, and the Student Achievement domain rating is an F; therefore, the overall score is limited to a 59.

Identification of Schools for Improvement

This campus is a comprehensive support and improvement reidentified school.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

November 5, 2019

Dr. Grenita Lathan, Interim Superintendent
Houston Independent School District
4400 W. 18th St.
Houston, TX 77092

Dear Dr. Lathan:

Thank you for your letters dated September 12, 2019, and September 13, 2019, appealing the accountability ratings of T.H. Rogers School and Wheatley High School. Each appeal has been carefully considered, along with information provided by staff and the recommendations of an independent, three-person appeals panel. The decision for each appeal follows.

The basis of your appeal for T.H. Rogers School is that the campus serves three, distinct special programs. The campus houses a gifted and talented program, Regional Day School for Pervasively Deaf or Hard of Hearing, and the Preparing Students for Independent Living (PSI) for severely and multiply impaired and medically fragile high school students. Your appeal provides supporting documentation showing that the only high school students on the campus are the 25 students in the PSI program. Your appeal requests the exclusion of the College, Career, and Military Readiness (CCMR) components from the accountability calculations for this campus. As this campus serves a unique and diverse population, the agency agrees that the limited number of high school students served by this special program has had a disproportionate impact on accountability outcomes. As such, the agency will evaluate T.H. Rogers School as an elementary school type for 2019 and 2020 accountability purposes. Houston Independent School District should seek options to resolve this unusual situation before 2021 accountability, such as requesting a unique campus number for the students served in the PSI program. Using the elementary school type targets and weights improves the campus's overall scaled score to a 94 or a rating of A. For this reason, your appeal for T.H. Rogers School (101912039) is granted.

When a district or campus rating is changed as the result of an appeal, the data and calculations, on which the original rating was based are not changed; only the rating itself is changed. Accountability reports for the 2018–19 school year will include the same data and calculations as do the original reports. However, the overall rating for T.H. Rogers School will be changed to an A.

The agency will update its website and accountability products in November 2019 after resolving all appeals. You are welcome to share the result of your appeal with your community before then.

Notwithstanding a changed rating, a campus identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support must implement the applicable Texas Accountability Intervention System (TAIS) requirements. Questions regarding TAIS requirements may be directed to the School Improvement Division at (512) 463-5226.

The basis of your appeal for Wheatley High school is twofold. First, the appeal contends that as graduation rates and CCMR indicators are lagging, these components include students who were impacted by Hurricane Harvey. Second, the appeal requests the agency modify the methodology for calculating overall campus ratings found in Chapter 5 of the *2019 Accountability Manual*. This step states:

If an *F* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 59. In order for this provision to be applied, the campus must be evaluated in all four areas. If the Student Achievement domain rating is a *D* or higher, this provision will not be applied.

Your appeal requests Wheatley High School either receive a *Not Rated* or *Not Rated: Hurricane Harvey* label. Please be aware that in order to preserve its intent and integrity, the accountability system, as prescribed each year in the accountability manual, must be applied to all districts consistently. The requests described above to modify accountability indicators and an accountability methodology constitute a request to modify indicators and a methodology that are applied to all districts and campuses. Consequently, the rating for Wheatley High School cannot be changed, and your appeal is denied. The overall rating for Wheatley High School (101912018) remains an *F*.

Please direct any questions to the Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Morath', with a stylized flourish at the end.

Mike Morath
Commissioner of Education

cc: Jeff Cottrill, Deputy Commissioner, Governance and Accountability
Jamie Crowe, Executive Director, Performance Reporting